



Folklore and It's Effect on Student's Ability In Reading Narrative Text: a Systematic Literature Review (Cerita Rakyat dan Pengaruhnya Terhadap Kemampuan Siswa Dalam Membaca Teks Narasi: Sebuah Kajian Pustaka)

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A B S T R A C T

This study describes the improvement of narrative text reading skills using folklore. The method used is a systematic literature review (SLR). This article provides a systematic review of journals discussing folklore in reading narrative texts. Search using Google Scholar, Science Direct.com, and JSTOR for ten years (2011-2021). After being selected, observation found ten articles to be eligible for analysis. The results showed that folklore could significantly improve students' ability to read narrative texts.

Penelitian ini bertujuan untuk mendeskripsikan peningkatan keterampilan membaca teks narasi dengan menggunakan cerita rakyat. Metode yang digunakan adalah *systematic literature review* (SLR). Artikel ini memberikan tinjauan sistematis terhadap jurnal yang membahas penggunaan cerita rakyat dalam membaca teks naratif. Pencarian menggunakan Google Scholar, Science Direct.com, dan JSTOR selama sepuluh tahun (2011-2021). Setelah diseleksi, sepuluh artikel yang ditemukan memenuhi syarat untuk dianalisis. Hasil penelitian menunjukkan bahwa penggunaan cerita rakyat secara signifikan dapat meningkatkan kemampuan siswa dalam membaca teks naratif.

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INTRODUCTION

The learning process is an intensive interaction process between the main components of the learning system, namely teachers, students, learning materials, and the environment (Mughtar, Rahmat, & Herlina, 2020). In Indonesia, teaching and learning English mainly emphasize reading skills (Amin, 2017). Students from Junior High school to university level considered that reading is a craft that is must do (Swardani, Ras, & Riau, 2020). Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what was to be described in the text rather than to obtain the substance from isolated words or sentences on understanding read text information, children developmental models or representations of the purpose of text ideas during the reading process.

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. In senior and junior school, the students have to



learn different text types such as narrative, descriptive, exposition, analytical exposition, etc. A narrative text is one sort of the literary texts (Setiawan & Fahriany, 2017). This type of text tells a story or past event and entertains the readers. A narrative text has a structural organization that includes orientation, complication, and resolution (Susilawati, 2017). In learning a narrative text, the students may read materials in local culture context that is close to students' life. Readers may comprehend text easily on familiar topics but are less successful at comprehending texts on unfamiliar topics (Creswell, 2012). Narrative text is given in senior High School at 10th and 11th Grade. In teaching narrative text, the teachers have an essential role in optimizing the students' ability. The teachers have to create a learning activity that makes the students optimize their ability in understanding a text. In the learning process, the students are expected to be active (Hendriano, Supardi, & Arifin, 2015).

Furthermore, Moats (2015) states that the elements of narrative text consists of five parts, they are: 1) vocabulary, for both primary and secondary students, this element of narrative text is crucial to comprehension, 2) characters is the personality of each character that play important roles in the story, 3) plot is the selection and arrangement of incidents that give a story focus. It is about how and why certain events happen, 4) setting informs the reader of where the story takes place, and 5) theme is a central meaning of the text. There are some classical problem related to teaching reading narrative text, some of them are because students uninterested in reading lesson and they got low motivation in learning English especially in reading class. Consequently, the students got difficulty understanding the grammatical construction in the text they read, they did not know the meaning of unfamiliar vocabulary. Due to the lack of learning sources, the teachers usually rely merely on the workbooks provided by the school to teach their students the reading skills (Rinardi, Ikhsabudin, & Regina, 2019).

Also, the reading materials in the textbook were not interesting to them because the stories often came from other countries, and the reading texts were not appropriate to the student's background knowledge. The insertion of local wisdom was not found in the narrative reading materials (Mulyati & Soetopo, 2017). Hence, it was difficult for the students to comprehend the text. The students also could not comprehend the detailed information, find the meaning of many words, and draw conclusion about the moral values of narrative text. Those are the reasons why students cannot comprehend the text well (Nurmia, Apriliaswati, & Susilawati, 2016). Kamil, Komariah, & Yuliana (2017) found out the problems faced by the students which indicated that they were still confused about the plot of local folklore. The Legend of Splitted Stone comic. They tended to answer the questions based on their feelings. They still faced difficulties in finding out the main idea, finding implicit and explicit information, and identifying the generic structure and language features of the text. Besides, they still had weakness in vocabulary which made them difficult understand the comic given.

It was found that various textbooks provided at the library that generally used by the teacher to teach English were found seldom contain local story materials. The majority of materials were focused on themes about national and international culture contents. Even though these themes are equally important to be introduced in the teaching, it is also necessary to provide the local content issue which is



familiar for the students to raise their interest (Noviaty, Ikhsanudin, & Rosnija, 2017). Indonesia has natural resources, multicolored culture, diverse ethnic and language. It makes Indonesia is highly considered as the richest concerning culture, natural resources, tribes and languages among other countries. Besides, the diversity and richness of local wisdom can be utilized (Darihastining, 2020). So, a folktale is not something new for Indonesian students. Indonesia is a multicultural country that has rich in folk literature. Students are mainly familiar to legend story that have been retold through generations. Folktales are also includes in the narrative text which has chronological events (Palupi, 2020).

Using legend story will make the student more effective in making narrative text, whereas narrative text consists of a folktale (Febriani et al., 2016). Since the importance of teaching reading texts, the teacher uses some techniques to make it enjoyable (Royani, 2013). There are some reasons for using a folktale in the teaching of foreign language as suggested by Fabusuyi that Utilization folktales into the teaching of foreign language can be done since it can enhance quick learning, support classroom participation, and enlarge students' vocabulary (Fabusuyi, 2014). Yusuf Onyi also finds other impacts of utilizing folktale in reading comprehension teaching. He discovered that the use of folktale could stimulate students' interest in the reading class, students' involvement in the discussion, enhance students' self-confidence, and even makes the poor students active (Yusuf, 2017).

Local legend might be a solution for teacher to overcome the barrier to get the teaching materials. The local legend might involve the story about the place, history about a village, and the product of tradition such as the folktales. Using local legend might be useful to help the learners to understand the text because it is familiar to the learners (Ridwan et al., 2014). Sometimes, but not always, EFL teachers need authentic materials to support their classroom teaching outside of the usual textbooks. Although not intended for educational purposes, authentic materials can familiarize students with the real context of the language (Wulandari, 2021). There are many kinds of authentic materials. One of them is folklore. Supporting Indonesian culture, Indonesian folklores are also written in English and often used as reading text in English textbooks.

Folklore is about all-prose narrative following traditional storylines, using word of mouth, or so told in previous generations (El-Shamy, 2018). It includes fairytales, legends of all types, memorates, fables, tall tales and humorous anecdotes. The original author is always unknown. Indonesian culture produces many kinds of folklore. They are variously on the tribes and where the folklore comes from. The characters in folklore would be the mirror of human life in the society. The example of folklores like The Legend of Kemaro Island, The Bitter Tongue, and Origins Name of Palembang (Sopian et al., 2019).

The spread of folklore is done orally so that it is not known to the author or anonymous, but lately there has been an effort documenting in written text (Kusmana & Nurzaman, 2021) Folklores help human to act accordingly with their surrounding preserving their culture and nature (Sukmawan & Setyowati, 2017). Folklore is not only fun and interesting but also imbued with moral value (Prasetyo, 2016). Also used to introduce literature from the students' cultural backgrounds (Mulyanita, 2020). Some studies also have been done on the effectiveness of using local folklore/ legend to improve the student's ability in reading narrative text. This



article provides a systematic review of 10 chosen journals article related to the problem, and to see how did the use of folklores impact on student reading ability in narrative texts.

METHOD

This article was compiled with using the Systematic Literature Review (SLR) method. Called as systematic literature review is a literature review method that identifies, study, evaluate, and interpret all available research. With this method, researchers conduct a review and identify journal structured in every process follow the steps that have been determined (Triandini et al., 2019).

On June-July 2021, researcher collected journal articles that title and contents relevant to the topic from Google Scholar, JSTOR, and ScienceDirect published within 2011 until 2021. The keywords are local folklores, reading ability and narrative text. From the key words written in different database 15.200 articles found, researchers choose themselves articles according to the title and abstract, and differentiate from the purpose of the document and different articles from initial question. Articles that are not related to the topic are excluded. From various articles, researchers choose 10 articles that are closely related to keywords used. Each of the 10 articles that selected for careful reading from abstract, purpose, data analysis of the researcher's initial question for collect information about the effect of using local folklores or legends in teaching reading narrative text to students reading ability.

RESULT AND DISCUSSION

To make the analysis process become easier and more systematic, we grouped the 10 articles based on the method used by researchers. In 10 articles chosen, three articles implemented Classroom Action Research (CAR), four Research used development with ADDIE Model, one implemented Quasi Experimental Method, one with Quantitative method and one used Qualitative with Library Research.

1. Classroom Action Research (CAR)

Action research can be defined as a research to solve the problems found and make improvement on any plausible settings. In action research, the researcher works in close collaboration with a group of people to improve a situation in a particular setting'. Thus, both teacher and 4 students are required to get involved actively in classroom activity. Typically, classroom action research is research undertaken in classroom settings. Then, this research is intended to improve teaching learning process or solve the real problems happen in classroom.

There are three articles that used CAR as the research method:

First, a classroom action research entitled "Improving Students Reading Ability in Reading Narrative Text By Using Folktale (Local Legend)" to find out solution of the problems which were found in the process of teaching and learning narrative text by the eighth grade class A students of SMP Yos Sudarso Parindu. This research conducted in three cycles, with some data collection technique there are measurement, observation and taking field note.

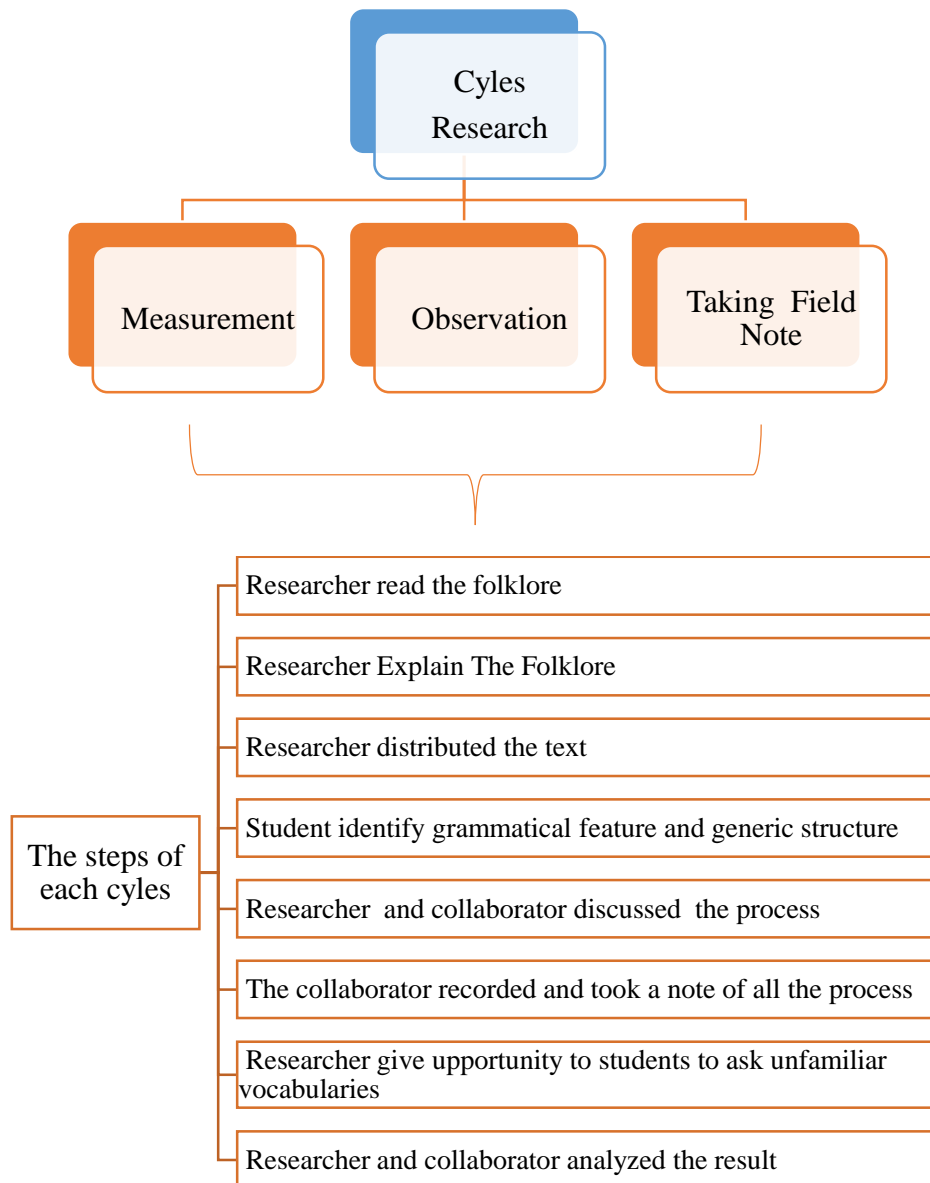


Figure 1. The Steps of Each Cycles

Based on KKM (Kriteria Ketuntasan Minimum) of English subject is this school, in cycle 1 students' mean score was categorized C. This was qualified into poor to average. Only 27.5% of students passed the criteria and 72.5% of students were still below the criteria. In 2nd cycle 55% of students passed the criteria and 45% of students were still below the criteria. Then in 3rd cycle , 100% of students passed the criteria. In conclusion, showed that using local legend could improve students reading ability in narrative text. Second paper written by Nurmia et al., (2016) by the title "Improving Students Reading Comprehension Using Local Legend " at the eighth grade students of SMPN 3 Sungai Raya Bengkayang.

This researched also held in three cycles. In the first cycle, the students' mean score is 48. 6, which is categorized into poor. It is 64.2 in the second cycle which



is categorized into average to good. It raised to 78.4 in the third cycle, which is categorized into good. As conclusion, they found that students' ability in comprehending narrative text using local legend was improved. Students' prior knowledge about local legend improved students' ability in comprehending the detailed information.

The Third article is "Improving Students Reading Ability By Using Local Folklore Comic" by Mulyani (2016). This research aimed to prove that there is significant improvement in students' reading understanding especially on narrative text by using local folklore comic from West Kalimantan as a learning media. This research conducted in 2 cycles. The result showed that on the first cycle only 2,77% students' interest and understanding of narrative reading that was considered excellence, and on the second cycle showed the increasing become 38,88% of students' interest and understanding of narrative reading that was considered excellence, and no students were considered in the poor category. Based on the provided data, it can be concluded that the use of local folklore comics are able to improve the students understanding and interest of narrative reading, arose the students' culture of reading literacy, and has met the criteria of contextual teaching and learning (CTL).

2. Development research (ADDIE Model)

According to Branch, (2009), ADDIE is an acronym for analyze, design, develop, implement, and evaluate where it is appropriately used as a process of developing educational products and other learning resources. Development research is used to various kinds of research approaches that relate 4 to design and development work. He also states that developmental research intends to design a product for certain purposes through such certain procedures as (1) analysis, the process of identifying the needs and goals of a system and determining the priorities among them. In this study, the analysis consisted of instructional analysis, students' needs analysis, and students' reading level analysis; (2) design, the process by which objectives, strategies, techniques and media for achieving the instructional goals are determined and specified.

First article, "Developing Local Folklore Instructional Reading Material For Eight Graders" was a development research or material development conducted by Mariana (2017). Aimed at finding out the validity, practicality, and potential effect of the developed instructional reading materials using local folklores from Muara Enim Regency for the eighth graders. In this study, the writer developed and designed narrative reading materials by considering the results of analysis stage. In this stage, the first thing to be conducted was to write the learning objectives which had been identified in the analysis stage. The second step was compiling all information needed to support the product that would be developed. In this step, the writer obtained the information from the students by asking them to tell what famous folklores from their regions. and the third is evaluation, the process of gathering the data to identify the worth or value of the instructional materials in terms of its strengths and weaknesses for the basis of instruction revision to improve its effectiveness and appeal.

The findings showed that the developed product was valid in terms of its content and instructional design with the average score 3.52 (very highly valid). The developed reading materials were practical after being evaluated in one-to-one



evaluation with the average score 3.19 (highly practical) and small group evaluation with the average score 3.7 (very highly practical). Then, the product also had high potential effect after being evaluated in field test as 73.3% of students passed the minimum mastery criterion. It can be said that the developed product are potentially effective to be applied for the target students. Second article , “Designing Comic as Local folklore Based material to Support Narrative Text Reading“ Nurfadhilah et al., (2017) purposed to design teaching material to support students in learning of narrative text reading with the local folklore comic.

This method consist of five phases such as Analysis phase, Design phase, Develop phase, Implement phase, and Evaluate phase (Branch, 2009). This is the conclusions of this research.

- 1) In the Public Junior High School 10, Pontianak, the main problems in learning process are the lack of available materials which appropriate with students' level, the materials are not interesting and the materials are not close to students' life. Therefore, those problems can be overcome by using comic.
- 2) The comic is based on West Kalimantan folklore, the title is The Crying Stone.
- 3) The illustration in the story is able to represent the story, attract the reader, and promote the culture heritage.
- 4) The Crying Stone Comic has good quality in term of design and content criteria based on the experts' assessment.
- 5) Using The Crying Stone Comic is able to support teaching reading on narrative text in

Third article, “Designing a Comic Strip on Kalimantan Barat Folklore to Support Teaching Reading” conducted by Noviaty, Ikhsanudin, & Rosnija, (2017). This research is aimed at designing a suitable, interesting, and eye-catching teaching material in form of Comic to be used to support the teaching of narrative text in reading lesson. In designing the product, the researcher did some procedures, including focus of story choose one story based on West Kalimantan with entitle The Legend of Ruai Bird, reconstructing the folklore, making a plot, creating storyboard, drawing rough sketch, shaping the outline, colouring the layout, setting the balloons, saving the picture, contents (the texts or the scripts) and validation of the product.

The conclusion that the product designed (a comic strip on Kalimantan Barat folklore) for this research was considered as very good and feasible to be used as a teaching material for teaching reading on narrative text based on local content in SMAN 1 Nanga Pinoh. Fourth article, “Developing Local Folktale Based English Material For Teaching Reading Comprehension” conducted by Siti Nurul Ilmi HL, Muh. Asfah Rahman (2019), to find out learning needs of the tenth grade students at SMAN 1 Gowa and to develop Local Folktale-Based English Materials for improving reading comprehension of the tenth grade students at SMAN 1 Gowa.

Local Folktale-Based English Materials are reading materials that consists of 6 local folktales along with reading activities which are related to the story. The folktales are taken from the students' area, that is South Sulawesi. The students learn reading comprehension using the folktales as well as some reading activities which are sequenced into pre-reading, whilst-reading, and post-reading activities. The activities are designed to let students practicing reading comprehension that enable them understand English text in literal, inferential and critical meaning. It is



concluded that Local Folktale-Based English Materials were effective to be used as learning materials for improving students' reading comprehension at SMAN 1 Gowa.

3. Quasi Experimental Method

Quasi experimental one using pretest-posttest non-equivalent control group design. Fraenkel, Wallen, & Hyun (2011) state that non-equivalent control group is an experimental design which is involving at least two groups, both of them were pretested; one group received the experimental treatment, and both groups are post tested. Baroqqah & Angraini, (2019) wrote "Improving The Eleventh Grade Students Reading Comprehension Achievement By Using Folklore At MAN 2 Palembang. The research would like to find out (1) whether there was significant improvement of students' reading comprehension achievement after being taught by using folklore (2) to find out whether there was significant mean difference of reading comprehension achievement between the students who were taught by using folklore and those who were not.

The writers assigned existing groups as the experimental and control groups, administered a pretest to both group, conducted experimental treatment activities with the experimental group only, and then administered a posttest to assess the differences between the two groups. The findings revealed that by using folklore significantly improved the students' reading comprehension achievement ($t=17.158$). The mean score of post-test in experimental group was 75.06, meanwhile the mean score of post-test in control group was 59.59. The result in experimental group was better than control group. It means the use of folklore improved students' reading comprehension achievement.

The results of reading comprehension achievement by using folklore as the media, the uses of folklore was able to improve the students' reading comprehension achievement. The use of folklore in the classroom made the students very interested because with this folklore they were not shy when they wanted to read in front of the class about grammatical error. And also they could show and share their idea about the moral lesson, the main idea of the story, the main character.

4. Quantitative Method

Quantitative research is a method for data collection and for scientific and non-scientific research. Its goal is to describe the area being researched. Research should be done using multiple methods, but quantitative research tends to be used the most often, because it is simple and undemanding. The title of the article is "Utilizing Sulawesi Folktale In Teaching Reading Comprehension" written by Upa & Mangalik (2018). This research was done in order to find out whether or not the utilization of Sulawesi folktales into the teaching of reading comprehension is effective.

This research was carried out with fourth semester students of English Education Study Program of Universitas Cokroaminoto Palopo with one group pretest-posttest design. There were four classes which consisted of 35 students in each class as the population of this research. The subjects were randomly assigned then it was chosen 20 students as the sample. The sample then taught for six meeting using Sulawesi folktales as the teaching material. Each meeting, the researcher gave one Sulawesi folktale to the students with 20 multiple choice test and five essay



test. During the treatment, the researcher used various teaching methods and some Sulawesi folktales. The folktales were Princess Tandampalik, Bagga Stone, the legend of Pamboang, Lagaligo, Latongko Tongko, and La Upe'. After doing the treatment, then the researchers gave posttest. The t-test was used to measure the gain score in the pretest and posttest.

The result shown that the utilization of Sulawesi folktales into the teaching of reading comprehension is effective to improve the students' reading comprehension. It is proofed through the mean score of the pretest (5.05) and the mean score of the posttest (7.30). The standard deviation of pretest is 1.27 and the posttest is 0.97, while t-test is 0.001, (α) = 0.05.

5. Qualitative with the Type Library Research

According by Denzin and Lincoln as their Handbook of Qualitative Research has move through time. Qualitative research is a positioned movement that finds the spectator in the world. It includes of quality of explanatory, material is applies that make the creation evident. These observes make over the world. They turn the world into a sequences of illustrations, including field notes, talks, dialogues, pictures, tape, and notes to the personality. At this means that qualitative: researchers study belongings in their ordinary sets, trying to make intelligence of, or understand, phenomena in terms of the implications people take to them (Creswell, 2014).

The title of the article is "Tell Tale Increasing Skill: Increasing Indonesian Students Reading Comprehension Through Indonesian (Betawi) Folklore" (Ernawati & Retnowati, 2016). The goals of the research were to compile a reading material that was able to measure the fifth year primary students' comprehension to the Betawi folklore which represented Indonesian culture; the value found in the Betawi folklore, and to increase their writing skills based on the vocabulary in context assessment. Materials taken for making reading materials is a Betawi folklore, entitled Bangau Tua yang Licik is taken from a book entitled Cerita Rakyat Betawi, published in 2004 by Dinas Pariwisata dan Kebudayaan Provinsi DKI Jakarta from Jakarta.go.id.

The process of compiling reading materials can be conducted by the following sequences: selecting the folklore presenting Betawi culture and suitable for the fifth year of primary school students. Burung Bangau yang Licik is chosen because it belongs to Betawi folklore, that is fable, a story with animal character, translating the chosen reading materials to be a simplified reading suitable for the respondent, adding pictures describing animal character and place setting to make the reading materials easy to understand, and adding glossary to make easy the reading comprehension. The process of making reading exercises can be done by vocabulary in context method. After doing the first exercise containing simple sentence building, the next exercise will be on the writing to make a comparison between the two objects. The development of writing skills of the 5th year of primary school students can be done by introducing the questions words: Who, What, Where, When, and Why. The skills of the compiling complete answer will support students to achieve their writing skills.



CONCLUSION

Based on ten articles, folklore in learning can improve the reading skills of narrative texts. Folklore can foster students' motivation, enthusiasm, and interest in the learning process of reading comprehension. In addition, folklore can also stimulate discussion and increase students' confidence to participate more in the teaching process. Students are not afraid to convey the errors contained in the text. Students are also not ashamed to say the analysis results related to the building blocks of narrative texts. These results are highly likely to differ given the number of articles analyzed. Therefore, further research will need with a more significant number of articles.

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